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ABSTRACT

This report provides data on the current educational condition of Hispanics from early childhood through graduate and professional education. It also offers strategies for multiple sectors, parents, schools, communities, the private sector, and the government, to improve Hispanic educational achievement. The majority of policy decisions on education are made at the state and local level. However, the President's Advisory Commission on Educational Excellence for Hispanic Americans also recognizes the role of the federal government in eliminating the educational achievement gap among Hispanics and other groups. Hispanics today are the youngest population group in the United States, and they represent approximately 15 percent of the U.S. K-12 population. It is expected that by 2050, Hispanics will represent approximately 25 percent of the population in the United States. Though the Hispanic population continues to grow, its educational achievement lags behind that of the rest of the United States. The differences in preparation between Hispanics and non-Hispanics become evident before kindergarten and continue through high school and college. The multiple factors that have caused the educational achievement gap between Hispanic students and their peers require multiple solutions. A concerted action plan must begin with a sense of urgency and the recognition of the vested interest and responsibility of all sectors to improve the education of Hispanic youth. The following factors are essential: high academic standards and the necessary resources to enforce those standards; experienced and qualified teachers; recognition and use of the diverse cultural and linguistic assets of Hispanic students; parent involvement; a culture of success that promotes high expectations; and financial and other support services to make postsecondary education accessible to Hispanic students. (Contains 34 endnotes.) (SLD)

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creating the Will

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Hispanics Achieving Educational Excellence

President's Advisory Commission on
Educational Excellence for Hispanic Americans

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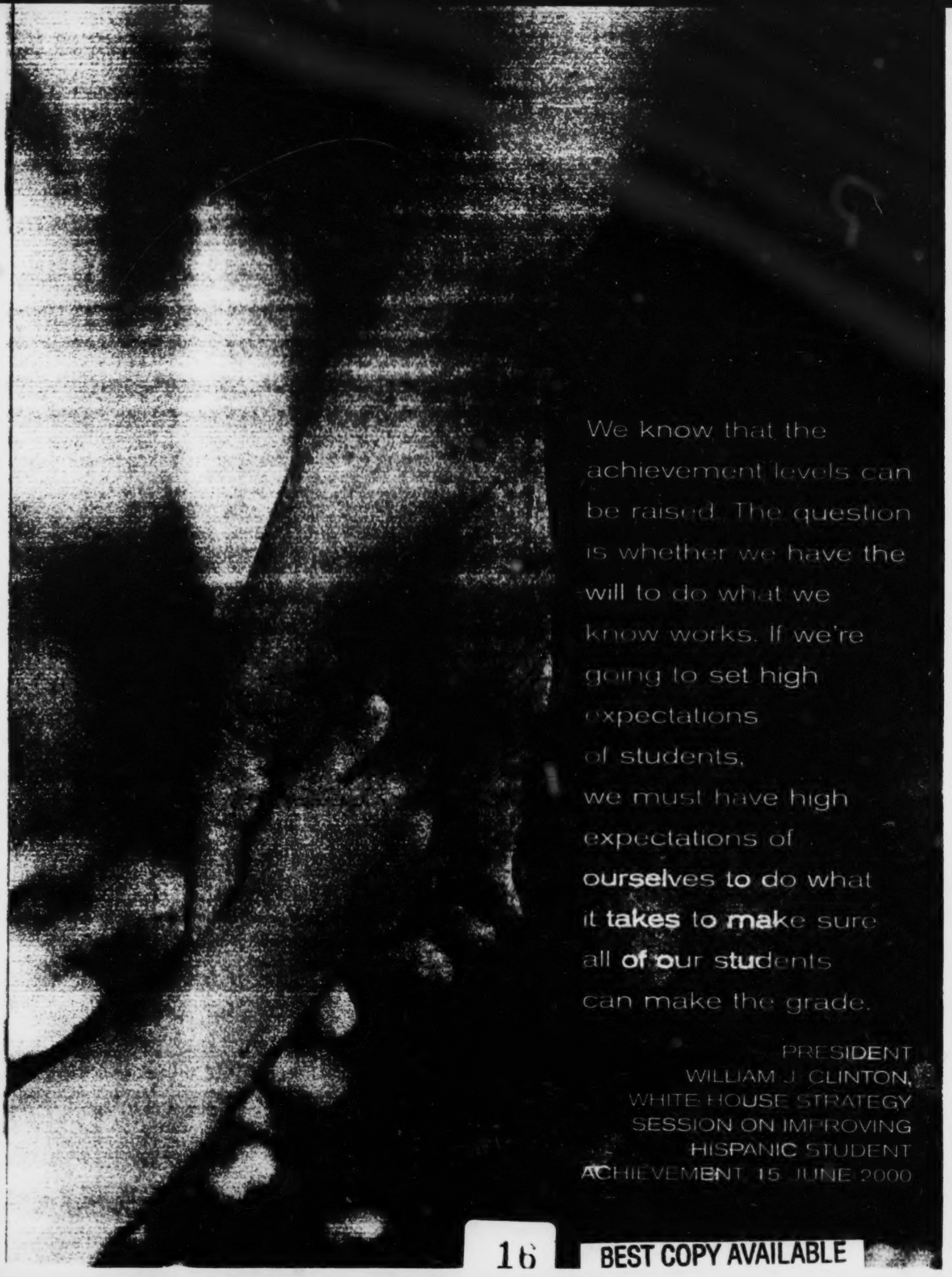
SEPTEMBER 2000



We know that the achievement levels can be raised. The question is whether we have the will to do what we know works. If we're going to set high expectations of students, we must have high expectations of ourselves to do what it takes to make sure all of our students can make the grade.

PRESIDENT
WILLIAM J. CLINTON,
WHITE HOUSE STRATEGY
SESSION ON IMPROVING
HISPANIC STUDENT
ACHIEVEMENT, 15 JUNE 2000

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creating the WILL

Hispanics Achieving Educational Excellence

a report to the
President of the United States,
the Secretary of Education,
and the Nation

by

the President's Advisory Commission
on Educational Excellence
for Hispanic Americans

PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

By the year 2025, Hispanic children will make up 25 percent of the school-age population. In the nation's largest states—California, Texas, Florida, and New York—Hispanics already have reached that level. Addressing the educational needs of the fastest growing community in the United States—the Hispanic community—is vital to our national interest.

Ensuring that Hispanics achieve educational excellence is in the interest of all Americans. As their numbers grow, Hispanics will continue to become a more significant presence in school and college classrooms and in our workplaces. The academic success of the new wave of students entering our classrooms is vital to the nation's economic well-being and enriches our cultural and linguistic resources as a nation. As school improvement efforts continue to focus on increasing achievement for all our young people, to fail a growing percentage of our students would be to undermine these efforts to improve education as a whole.

Since 1990, both Republican and Democratic Administrations demonstrated their understanding of this fact by signing executive orders focused on improving educational excellence for Hispanics. With each executive order, a Presidential Advisory Commission was established, supported by a White House Initiative staff housed in the U.S. Department of Education and reporting to the White House, the Secretary of Education, and the nation.

In 1994, President Clinton signed Executive Order 12900 and appointed the current Commission. During our tenure as Commissioners, our nation has recognized that to keep America strong, we must provide all children—including Hispanic children—with a high-quality education. To do so, the Clinton Administration has crafted a significant federal leadership role that extends beyond contributing federal dollars. This Administration—and we, as the President's Advisory Commission—have worked to engage the general public about this need by highlighting what is required to improve the educational achievement of Hispanic youth. The Commission gratefully acknowledges the President's support for its work and for the freedom we were given to pursue a powerful agenda on behalf of Hispanic children.

In fulfilling our responsibility as a Commission, we produced our first report, *Our Nation on the Faultline: Hispanic American Education*. Released in 1996, the report presented data, research findings, and a wealth of information collected in town hall meetings held across the country. The report documented the exponential demographic growth of Hispanics in America and described both the serious shortcomings of the education system in serving Hispanic Americans and the resulting educational achievement gap. The Commission issued a call to action urging local, state, and federal policy makers to take deliberate and immediate steps to improve the educational achievement of Hispanics and thereby pull this country back from a dangerous educational faultline.

> **This report is not the last word on what concerns Hispanic Americans. On the contrary, this report is just the beginning.**
>
> *—Our Nation on the Faultline: Hispanic American Education,*
> *President's Advisory Commission on Educational Excellence for Hispanic Americans, 1996*

Four years have passed since we released our initial report, and while some important steps have been taken by the Administration and others, still the concerted national action necessary to raise this level of educational achievement has not materialized. What we need is people in every sector at every level addressing the needs of Hispanic students as they work to support a quality education for all children.

We have witnessed local activities and efforts, and, at the federal level, seven years of an Administration committed to addressing educational excellence for all children. People across the country—parents, students, educators, community activists, elected officials, business leaders, foundation officers, and federal government representatives—have responded with action and have asked how else they can take responsibility. Much has been accomplished, but there is still much to do. There must be a sense of urgency to resolve the educational achievement gap for Hispanics. Small, incremental improvements will not be enough. Hispanics' population growth and educational achievement gap require quantum leaps rather than small improvements. Local, state, and national leaders must fully commit themselves to the task.

The first step to closing that gap is to believe, as I do, that high expectations are for all students. I believe intelligence is equally distributed throughout the world, but opportunity is not. And the same is true within our own country. –President William J. Clinton, White House Strategy Session on Improving Hispanic Student Achievement, 15 June 2000

In our own response, the Commission has chosen to go beyond the multifaceted recommendations presented in our first report and to lay out a more targeted plan of action. To this end, the President's Commission on Educational Excellence for Hispanic Americans challenges the nation to meet the following:

Raise the educational performance of all Hispanic students to the same level of achievement as other students in America by the year 2010.

What will it take for our nation to respond to this critical challenge? It will take recognition of the problem; proven actions that will close the achievement gap; replication on a larger scale of effective practices and solutions; high expectations; targeted technical assistance; and a determination that Hispanic children deserve the very best this country has to offer. It will take unprecedented public will to reach this challenge.

But how do we create the will—individual and political—to address the needs of this growing population in the United States? The Commission has struggled with this question, and in our effort to support and motivate partners nationwide, we have sought to model the practices we believe must proliferate across the country. We know the Hispanic community's assets as well as its needs in education, and we know what works to improve Hispanic students' educational achievement. We are convinced that emphasizing academic achievement and focusing on the dramatic results achieved by students, families, schools, and communities that have high expectations for all Hispanic students are key to reaching the challenge.

We can create the will by searching out and connecting people who take responsibility for this challenge; by bringing attention to Hispanic success; by supporting and expanding those efforts; by reinforcing people's commitment by acknowledging their work; by balancing our attention on unmet needs as well as success; and by refusing to accept failure. The challenge must be met. We have been privileged during these past seven years to meet people who do this every day. Their numbers are growing.

This report is offered to those who stand ready and willing to act and is intended to challenge the reticent to act now. The Commission offers a targeted plan of action that addresses early childhood through graduate and professional education. It will take the collective commitment and concentrated action of every sector to raise the educational achievement of all Hispanic students to the same level of excellence as other students in America by 2010.

Accepting this challenge begins with recognizing the many talents Hispanic students bring to the classroom. Parents, students, teachers, school administrators, elected officials, community activists, business leaders, foundation officials, and government representatives all must be active leaders in meeting this challenge. With the collaboration of these partners, we will demand accountability by the educational system and the students it serves. We will provide safe and well-built schools with access to technology; academically strong teachers who believe in the future of all their students; classwork that provides students with the reading, math, and science skills that prepare them for higher education and the workforce; and information on accessing and affording higher education.

We urge the public and private leadership of this nation to partner with others to bring sharp focus to and support for the education of Hispanic youth. The future of American democratic, social, cultural, and economic prosperity relies on the development of the full potential of its people—including Hispanics. We cannot—we must not—tolerate inaction. Our country demands it, and our children deserve it.

Sonia Hernandez

Guillermo Linares
CHAIR

Sonia Hernandez
VICE-CHAIR

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BACKGROUND

The choices and decisions we make about Hispanic education in the U.S. today are choices we make about the future of the United States itself.

–President William J. Clinton, White House Strategy Session
on Improving Hispanic Student Achievement, 15 June 2000

The Hispanic experience is multinational, multicultural, and multiracial. Some Hispanic families have been here since before the United States was a nation, and many others arrive here daily. These key characteristics embody one of the greatest cultural and historical legacies on this continent. The faces of Hispanic singers and movie stars are becoming more prominent, political candidates are actively courting the Hispanic vote and reaching out by using the Spanish language in their campaigns, and the Hispanic community—as well as its economic power—is growing.

Despite the long history of Hispanics in this country, not enough decision makers fully comprehend the educational condition of Hispanics. Too often, discussion about the educational achievement of Hispanics focuses on bilingual education, the high school dropout rate, or the impact of immigrant students. While these issues are important, they do not capture the whole dynamic.

Hispanics have made significant gains in education over the last twenty years, but as a group, they continue to lag behind their non-Hispanic peers in terms of educational achievement. Over the last seven years, President Clinton charged the Commission with working to inform the nation about the condition of Hispanics; to highlight effective practices by those around the country making a difference; to foster partnerships among those currently working in these areas; to motivate action; and to serve as an example for those committed to getting involved. Since 1997, the Commission and its White House Initiative staff have accomplished the following:

- Advised the Administration throughout the Commission's tenure, most notably by encouraging the Administration to respond to California's Proposition 227 (which drastically curtailed bilingual programs); working with the President's staff on the design and implementation of the Hispanic Education Action Plan; collaborating with the First Lady's staff to bring the national spotlight on Hispanic youth; assisting Secretary of Education Richard Riley on his national address "Excelencia Para Todos: Excellence for All—The Progress of Education for Hispanics in the United States and the Challenges of a New Century;" and working with the President's staff in the development of the White House Strategy Session on Improving Hispanic Student Achievement.

- Worked with 26 federal agencies to increase their awareness of the assets and needs of Hispanics throughout the nation; to improve their outreach and programmatic activities; and to develop a reporting system to evaluate their activities and efforts to improve education and employment for the Hispanic community.

- Created a national conference series, *Excelencia en Educación:* The Role of Parents in the Education of their Children, which was hosted in six cities across the country, including San Antonio, Los Angeles, New York City, Chicago, Miami, and Washington, DC. At each site, community-based organizations, school districts, elected officials, and national corporations and federal agencies worked in partnership to provide Hispanic parents critical information about their children's educational well-being. Each conference reflected the community's strengths and needs, offered resources to support a high-quality education, and facilitated partnerships to sustain improved educational opportunities.

- Developed policy seminars on specific education issues to inform legislators, staff, policy makers, and others about the condition and context of Hispanics in education. Seminar topics included the Hispanic dropout crisis, Hispanic-Serving Institutions (HSIs), the benefits of a multilingual workforce, early childhood education, graduate education, K-16 biliteracy education strategies, and educational standards, assessment, and accountability.

- Produced publications, such as *Our Nation on the Fault Line: Hispanic American Education*; *What Works for Latino Youth* (first and second editions); fact sheets on the *Condition of Latinos in Education*; *Testing Hispanic Students in the United States: Technical and Policy Issues*, an annual list and summary data of Hispanic-Serving Institutions (HSIs); *HSIs: Serving the Community, Serving the Nation* information kit; *Education Standards, Assessment and Accountability: A New Civil Rights Frontier* issue brief; *Latinos in Higher Education and Beyond* issue brief; and Federal Agency Reports for FY1998 and 1999. All of these publications are on a web site for public access (for a complete list see Appendix D).

- Facilitated partnerships and activities with corporations, foundations, elected officials, and organizations, including Univision, Procter and Gamble, AT&T, State Farm, W. K. Kellogg Foundation, Ford Foundation, Hazen Foundation, Educational Testing Service, National Association of School Boards, the Association of Hispanic Advertising Agencies, New America Alliance, National Hispanic Corporate Council, the Congressional Hispanic Caucus, and organizational members of the National Hispanic Leadership Agenda, to support and extend their efforts to improve educational opportunities for Hispanics.

- Collaborated with other White House Initiatives in the Administration, including the Initiatives on Historically Black Colleges and Universities; Tribal Colleges and Universities; Asian and Pacific Islanders; and the Race Initiative, to better serve our respective communities, reach out to postsecondary institutions and, link them to the services of federal agencies.

- Served as a resource to individual members of Congress, as well as to the Congressional Hispanic Caucus, the Senate Democratic Leadership Committee on Hispanic Affairs, and the Republican Steering Committee on Hispanic Affairs.

- Traveled throughout the country and addressed educational issues, in an effort to educate and engage more people—as individuals and as communities—to take action to raise the educational achievement of Hispanics.

The Commission's work has invigorated the Clinton-Gore Administration's investments and focus on the educational attainment of Hispanic students. Since introducing the Hispanic Education Action Plan (HEAP) in 1998, the Administration has secured increased funding for the programs in HEAP including the GEAR-UP college preparation and mentoring program, migrant education, bilingual education, and support for Hispanic-Serving Institutions. The Administration's sustained commitment to meeting the educational needs for all students is manifest in efforts to expand after school programming, enhance the quality of teaching and reduce the class size—all initiatives that will strengthen the learning of Hispanic students.

INTRODUCTION

Through its work, the President's Advisory Commission is convinced that closing the educational achievement gap for Hispanic students and providing *excelencia para todos*—excellence for all, as Secretary Riley advocated in March 2000—are both possible with national commitment. The intensity of activities, the number of people, and the multitude of sectors that have engaged for the purpose of improving Hispanic educational achievement are growing. This report is offered to support them and the army of advocates and educators who will need to step forward to make this challenge a reality.

Eliminating the current educational achievement gap among Hispanics and other groups while raising academic success for all children is a profound challenge. Given the rapid changes in the racial and ethnic composition of the U.S. population, immediate action is required to accelerate and improve the educational achievement of Hispanics today to ensure and strengthen the nation's human capital for the future. It will take coordinated and compelling effort by every sector to meet this challenge.

This report provides data on the current educational condition of Hispanics from early childhood through graduate and professional education and then offers strategies for multiple sectors—parents, schools, communities, the private sector, and government—to improve Hispanic educational achievement. Students themselves must achieve, but they cannot do it alone. The strategies for parents

include actions that family members can adopt; strategies for schools include activities for teachers, principals, counselors, and school district administrators; strategies for communities target community-based organizations; strategies for the private sector include actions that businesses and foundations can adopt; and strategies for government include actions that local, state, and federal government can adopt.

The majority of education decisions and actions are made at the state and local level. However, the Commission also recognizes the federal government's indisputable leadership role in ensuring that all Americans are well-served with a quality education. Education in this country is a responsibility across all levels of government, as well as all sectors and society at large. For this reason, the Commission proposes action steps to engage the multiple sectors that directly affect the quality of education for Hispanic students.

The Commission used the following five tenets in designing a concerted action plan to raise Hispanic educational achievement:

(1) All sectors—public and private—have a vested interest and responsibility to improve the education of Hispanic youth.

(2) Recognizing the educational assets as well as the educational needs of Hispanic students is essential to ensuring that these children achieve educational success.

(3) There must be a sense of urgency to resolve the educational achievement gap for Hispanics. Small, incremental improvements will not be enough. Hispanics' population growth and educational achievement gap require quantum leaps rather than small improvements.

(4) The nation must adopt a coordinated and intentional agenda for action to raise the educational achievement of Hispanics to the highest level.

(5) The actions that will secure educational achievement by Hispanic students will strengthen the educational achievement of all students.

OVERVIEW: The Condition of Hispanics In Education

Today, Hispanics are the youngest population group in the United States: one-third of Hispanics are under 18 years of age, and they represent approximately 15 percent of the K-12 population.[1] By the year 2015, Hispanics will be the largest minority in the United States and, it is expected that by 2050, Hispanics will represent approximately 25 percent of the U.S. population. California, Texas, Florida, and Puerto Rico serve the highest concentrations of Hispanic students, and in some school districts, Hispanics already are the majority. In other states, such as Georgia, North Carolina, and Washington, the Hispanic population is increasing rapidly.

While the Hispanic population continues to grow, its educational achievement continues to lag behind that of the rest of the nation. For example, only about 55 percent of Hispanics 25 years and older have completed high school or more while approximately 84 percent of whites and 76 percent of African Americans 25 years and older have done so. Further, 11 percent of Hispanics have attained a bachelor's degree or more, compared to 25 percent of whites and almost 15 percent of African Americans.[2] More detailed statistics on the educational condition of Hispanics are provided in Appendix C.

The differences in preparation between Hispanics and non-Hispanics become evident before kindergarten and continue through high school and college. Hispanics' high school completion rate (62 percent)[3] has not changed substantially in the past several years, and their high school dropout rate remains unacceptably high (30 percent).[4] However, recent U.S. Department of Education data show that Hispanic students are doing well in some academic areas. For example, Hispanics have earned more credits in computer science, foreign languages, and English than any other group. In addition, Hispanic student enrollment in college preparatory and academic programs has increased.[5]

In postsecondary education, Hispanic enrollment and completion have increased substantially over the last twenty years. Hispanics make up almost 15 percent of the traditional college-age population[6] and account for 11 percent of postsecondary education enrollment.[7] Hispanics also doubled their representation in graduate education, from 2 percent in 1976 to 4 percent in 1996, and represent approximately 8 percent of first-year professional students.[8] However, Hispanic students take longer, on average, to graduate and do not complete college at the same rates. Moreover, Hispanic college students tend to be concentrated in several key states (California, Texas, Florida, and New York) and at a small number of institutions identified as Hispanic-Serving Institutions (HSIs).

The educational achievement gap between Hispanic students and their peers is the result of multiple factors. Among them are low expectations by school personnel; ill-prepared teachers and administrators; limited coordination among schools, parents, and communities on behalf of students; poverty; tracking into non-academic classes; limited English proficiency; under-representation in early childhood education programs; and isolation in resource-poor schools. Furtner, the assets a child brings into the classroom, such as language, are not universally valued; the active participation of parents in the education of their children is not facilitated; and educational assessments, often in the form of tests, are incorrectly used to make decisions that negatively impact the student. These factors continue throughout the educational pipeline, from early childhood through graduate and professional education, and result in an educational attainment gap that is unacceptable to the Hispanic community and the rest of the nation.[9]

At a time when Hispanics are the fastest growing community, the nation is also facing a worsening teacher shortage; increased demands for accountability along with higher standards and experimental approaches to education reform; imbalances in education funding; and in the information age, an urgent need to use advancing technology. Against this backdrop, the nation's greatest asset is human capital. Students must strive to improve their educational achievement, and parents, educators, business leaders, elected officials, and government representatives must help support the learning experience of Hispanic students to achieve educational excellence.

EACH SECTOR CAN HELP HISPANIC STUDENTS ACHIEVE

Fostering high Hispanic student educational achievement throughout the entire educational continuum requires the following elements:

- High academic standards for Hispanic students, paired with the resources to ensure that all children can reach them.
- A high-quality teaching force with strong skills and rich academic experience, engaged in continuous professional development, and prepared to teach linguistically and culturally diverse students.
- Teaching practices that recognize and make use of the diverse cultural and linguistic assets students bring to the classroom.
- Hispanic parents engaged as active partners and fulfilling their pivotal role in the educational success of their children.
- High expectations and a culture of success for Hispanic students that encourages high educational aspirations and achievement.
- Financial and other support services that will make postsecondary education accessible to Hispanic students.

Everyone—every person and every organization—can play a role in ensuring a high-quality education for all students. To close the educational achievement gap for Hispanics will require broad national commitment and active engagement at all levels.

There is no single solution for resolving inequities and gaps in educational achievement. Just as the educational achievement gap is a result of many factors, so too is the solution. This report highlights some of the strategies families, educators, community-based organizations, the private sector, and government can adopt to help raise the educational achievement of Hispanic students to the level of other groups in the nation.

The following section presents a brief synopsis of the educational condition of Hispanics at points along the education continuum—from early childhood education to graduate and professional education—as well as specific strategies that have been shown to significantly increase Hispanic educational achievement.

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EARLY CHILDHOOD EDUCATION

> We now know that it is absolutely imperative that we put a new, powerful and sustained focus on the early years–birth to five–before children even enter first grade.
>
> –RICHARD RILEY, SECRETARY,
> U.S. DEPARTMENT OF EDUCATION

INCREASE outreach

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THE PICTURE TODAY

The first three years of life are critical to establishing the foundation for learning and for future physical, social, emotional, and cognitive development. In 1998, 10 percent of Hispanics in the United States were less than 5 years old.[10] Early childhood programs prepare children for education by teaching learning and socialization skills; they may provide related services to meet children's psychological and health needs. Hispanic children under age 5 are less likely than non-Hispanic children to be enrolled in early childhood education programs. In 1998, only 20 percent of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of blacks.[11]

While the enrollment gap closes at kindergarten (age 5), Hispanic children are less prepared than their peers for elementary school, largely because of their lower enrollment rates in early childhood programs, such as Head Start.[12] Although Hispanic children are overrepresented in families living in poverty, they are underrepresented in Head Start programs. In 1998, the Hispanic child poverty rate for children under 6 years of age was 36 percent. Yet in that same year, only 26 percent of children served by Head Start were Hispanic. This affects their educational experience throughout the K-12 system.[13]

Why are Hispanics less likely to be enrolled in early childhood education? Private programs are too expensive, few government-funded programs exist in Hispanic communities, many parents are not aware of the programs or the services they offer, and other Hispanic parents prefer to keep their young children at home.

THE BOTTOM LINE

To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for early childhood education must be to ensure that all children enter school ready to learn by providing universal opportunities for Head Start, kindergarten, and quality early learning experiences in schools. Meanwhile, parents need to encourage their children's curiosity and creativity. They also can prepare their children for school by familiarizing them with numbers, letters, and rhymes.

What can each sector do to increase Hispanic participation in early childhood education and enrich home experience so Hispanic children start school ready to learn?

PARENTS CAN:

- Recognize that they are their children's first teachers and enhance that role by singing to them, telling them stories, asking them open-ended questions, and, most critically, reading to them every day, either in English or in Spanish, or both.
- Provide a safe, enriching, and stimulating environment for their children.
- Become partners with school personnel and community organizations as early as possible in the educational process.
- Use school and community resources to learn about services and to ensure that their children are benefiting from services offered.

SCHOOLS CAN:

- Create school-based programs or partner with early childhood education providers in the community serving Hispanic children to better prepare these children to learn the skills they will need to be ready for education.
- Extend the school day and school year, provide comprehensive, community-based parent education and family support programs, and serve as a gathering place where parents can share common experiences.
- Include Hispanic parents in teacher training programs so they, too, can learn skills to help their children at home.

PARENTS AS FIRST TEACHERS (CHICAGO, IL)

The Parents as First Teachers program was developed in partnership with the Chicago Public Schools and El Valor (IL), an organization dedicated to enriching children and strengthening families by providing early childhood education while helping parents become involved. The program trains selected parents in El Valor's Head Start Program to work with families that have children between 3 and 5 years of age. Through this home visiting model, El Valor parent-tutor mentors provide educational enrichment for children and support parents as their children's first teachers. This early investment in Hispanic youth by the public school system has resulted in the improved academic preparation of students. The school has seen more active involvement by parents in their children's elementary education and an increase in their willingness to ask questions and to participate in school activities.

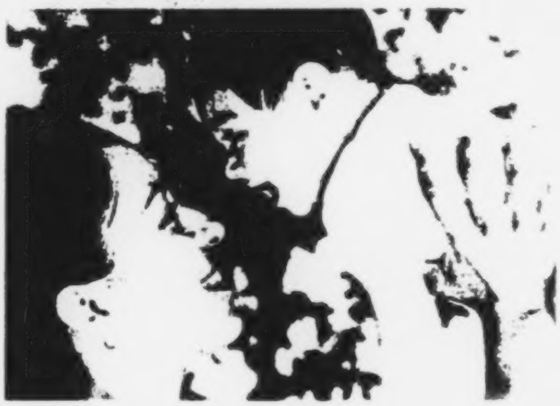
COMMUNITY-BASED ORGANIZATIONS CAN:

- Provide more extensive and targeted outreach to the Hispanic community in an effort to expand awareness of and encourage participation in early childhood education programs.
- Encourage service providers to offer bilingual services to facilitate the participation of Hispanic parents whose first language is not English.
- More closely link the home experience with the educational experience by adding center-based parenting education classes and home visits to the early childhood program.
- Provide comprehensive community-based family support and parent education programs for Hispanic parents and their children, beginning at birth.

PARENT CHILD EDUCATION PROGRAM— AVANCE (SAN ANTONIO, TX)

This program provides a comprehensive, community-based nine-month intensive parent education program serving low-income Hispanic families with children less than 3 years of age. Parents attend weekly parenting classes in child growth and development, toy making, field trips, and holiday celebrations and are made aware of community services, such as health, nutrition, mental health, literacy, and job training. Child care and transportation are provided. Other services include monthly home visits to observe or videotape parent-child interactions.

Compared with a control group, mothers in AVANCE's program provided a more organized, stimulating, and responsive home environment; provided more developmentally appropriate toys; interacted more positively with their children; initiated more social interactions with their children; used more consistent praise; spent more time teaching their children; spoke more with their children; used more developmentally appropriate speech with their children; and were more encouraging of their children's verbalizations. The results suggest that as they enter school, children of AVANCE participants will be better prepared to succeed. A follow-up study of AVANCE graduates revealed that 94 percent of the children graduated from high school, and 43 percent were attending college; 60 percent of the parents returned to school. AVANCE has 80 comprehensive family centers located in schools, churches, and housing projects throughout Texas.



THE PRIVATE SECTOR CAN:

- Provide on-site childcare in the work environment to support active parenting.
- Offer access to information about parenting and provide pre-tax childcare funds as employee benefits to encourage Hispanic employees to enroll their children in early childhood programs.
- Support comprehensive family centers located in or near a school.
- Serve as board members of community-based organizations that support families and young children.

GOVERNMENT CAN:

- Promote and expand the availability of family literacy and early childhood programs, such as Early Head Start, Head Start, and EvenStart programs for Hispanic parents and children from birth to age seven in Hispanic communities.
- Fund research, support practical applications, and promote dissemination of effective practices and proven early childhood community-based models serving the Hispanic community.
- Establish one-stop family centers in Hispanic communities that provide bilingual information about government-supported (e.g., the Education Department, Health and Human Services, the Department of Labor, and Housing and Urban Development) early childhood development and family programs.

HUD, HHS, AND THE WHITE HOUSE INITIATIVE

The Department of Housing and Urban Development (HUD), the Department of Health and Human Services (HHS), and the White House Initiative are collaborating to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. Parents receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. This effort is being implemented in six Hispanic communities across the country.

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ELEMENTARY & SECONDARY (K-12) EDUCATION

America's most precious resource is our children. What can we do to make sure that Hispanics stay in school, study hard, and get a good education? There is no secret recipe, only a list of ingredients and each of us has a part to play to make sure Hispanic students have hope and opportunity in their lives to succeed in school.

GUILLERMO LINARES,
CHAIR,
PRESIDENT'S
ADVISORY
COMMISSION

foundation

FOR A SUCCESSFUL EDUCATIONAL EXPERIENCE

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THE PICTURE TODAY

The elementary and secondary school years are a period of profound growth and development which provides the foundation for a successful educational experience. Today, Hispanics account for 15 percent of the elementary school-age population (children between the ages of 5 and 13) and 13 percent of the grade 9-12 population.[14] By the year 2025, Hispanics will account for nearly 25 percent of the K-12 school-age population. This projected increase will challenge the nation's education system, particularly given Hispanic students' traditionally high dropout rate and limited academic preparation for college.

Compared to twenty years ago, Hispanic students have improved their overall academic preparation, though they still perform less well than their peers of other groups. Despite increases in the number of upper-level courses Hispanic high school students take, they still earn fewer credits in history, science, and mathematics than other groups. In addition, Hispanic students are more often than not tracked into general courses that do not provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50 percent) are enrolled in general programs of study than either whites (39 percent) or African Americans (40 percent).[15]

In other areas of achievement, Hispanic students generally are not performing at the level of their peers. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics, and science proficiency. This lag continues throughout K-12 education. For example, in 1996, the average scores of Hispanic students age 17 on the National Assessment of Educational Progress (NAEP) were well below those of their white peers in math, reading, and sciences.[16] Hispanic students consistently perform below the national average on the NAEP.

Why is the academic achievement of Hispanic students not improving? Low participation rates in early childhood education limit the school readiness of Hispanic students. Other conditions that adversely affect the academic achievement of Hispanics in K-12 education include inadequate teacher preparation, segregation in resource-poor schools, insufficient parental involvement, lack of alignment between standards, curriculum and assessment, and instruction that is unresponsive to language differences.

TEACHER QUALITY

Approximately 70 percent of teachers recently surveyed said they felt moderately or not at all prepared to address the needs of students from diverse cultural and linguistic backgrounds, including students with limited English proficiency.[17] This lack of adequate preparation coupled with lower expectations of Hispanic students by teachers and administrators is one important reason for the failure of Hispanic students to progress academically. Studies have confirmed that one of the main factors determining students' educational success is the quality of their teachers. Yet data shows that the least qualified teachers are usually assigned to schools with the fewest fiscal resources and the neediest students. More often than not, this means schools where there are many Hispanic students. These inequities exist not only among school districts but also among schools within a district and classrooms within a school.

At the same time Hispanic students make up approximately 15 percent of public school students, only about 4 percent of public school teachers are themselves Hispanic and fewer still have sufficient background or training in language to meet the needs of English Learners.[18] The combined lack of preparation, low expectations, and lack of Hispanic representation in the workforce has profound implications for Hispanic students as evidenced by their lag in educational attainment.

> **Teachers are key to the success of our Hispanic communities; we must invest in and support teachers at every level from the school house to the White House. Without them, our children's future is in jeopardy.**
>
> –Sonia Hernandez, Vice-chair, President's Advisory Commission

RESOURCE-POOR SCHOOLS

Hispanic students now are more segregated from non-Hispanics and are more concentrated in high-poverty schools than any other group of students. In 1998, close to 50 percent of Hispanics in public education attended inadequately funded urban schools.[19] Further, the nation's 10 largest central city school districts collectively enrolled close to 25 percent of all Hispanic students, 18 percent of African-American students, and only 2 percent of white students.[20] Being concentrated in poor schools with larger class sizes and crumbling facilities makes it even less likely that critical masses of Hispanic students will receive a quality education. Resources make a difference because they influence the quality of teachers, materials, and technology and thus the quality of education a school can provide.

STANDARDS AND ASSESSMENT

To improve educational success, we must hold all students—including Hispanic students—to high standards. However, translating standards into curricula and teaching strategies is a major challenge that becomes even more difficult when applied to English language learners. In too many cases, state education leaders have compromised the educational future of Hispanic students by making high-stakes decisions, such as retention, promotion, or high school graduation by using tests inappropriately in their zeal to implement high standards supported by systems of accountability. Rather than using tests to limit students' access to strong academic programs, test results should be used to direct the support, resources, and educational practices to provide Hispanic students with the help they need to attain high academic standards. Test results should be used to measure the success of the school system, and hold them accountable.

ACADEMIC PREPARATION

A rigorous high school curriculum is a better predictor of college completion than test scores or high school grades. In fact, many Hispanic students attend schools that do not offer courses of study, such as Advanced Placement (AP), international baccalaureate or honors courses. Yet because of the low expectations of school personnel (teachers, counselors, principals), Hispanic students more often than not are tracked into general courses that satisfy only the basic requirements rather than those that provide a path to four-year colleges or rigorous technical schools. Only 35 percent of Hispanic students, compared to 50 percent of white students and 43 percent of African Americans, are enrolled in college preparatory or academic programs.[21] In addition, more than one-third (34 percent) of 15- to 17-year-old Hispanic students were enrolled below grade level in 1996.[22] Studies confirm that retention in one grade increases the chances of dropping out of school by 50 percent, retention for 2 years at any grade level increases the chance of dropping out by 98 percent.

The high school dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30 percent (1.5 million) of all Hispanic 16- through 24-year-olds were dropouts, more than double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent).[23] Hispanics' dropout and high school completion rates have not changed substantially over the last ten years. High school completion rates for white and African American students in 1998 were 90 percent and 81 percent, respectively, but only 63 percent for Hispanics.[24]

Nevertheless, Hispanic students continue to have high college aspirations. The percentage of high school seniors who were Hispanic and planned to continue their education at a four-year college more than doubled between 1972 and 1992, from 24 percent to 50 percent; during the same period, the percentage planning to enroll in a two-year program increased from 12 percent to 20 percent. The percentage of white high school seniors planning to enroll in a two-year program remained unchanged (12 percent) from 1972 to 1992(most recent data available).[25]

PARENT INVOLVEMENT

All parents want what is best for their children, and Hispanic parents are no exception. In fact, many Hispanics immigrant to this country because of the opportunity to gain a better life for themselves and their families. Immigrant parents defer to the school because they assume the schools know what is best, and Hispanic parents who have been here for generations but whose experience was negative cannot effectively navigate the system for their students. With limited personal experience or success in the educational system, many Hispanic parents lack the information necessary to play an active role in their children's education. Thus, what is often encountered at the family level is an information gap, not a value gap.

LANGUAGE

There is no debate that all students should be proficient in English and that it is a responsibility of our schools to ensure that all students learn English well. In fact, Secretary of Education Richard Riley argued that the nation should strive to improve our educational system so that every child can speak two languages. If a child enters the system already speaking Spanish, why not cultivate it as well as English?

We don't stop walking when we learn to swim.
We shouldn't stop speaking Spanish when we learn English.

—Julio Valella, Director of the Office of Strategic Programs Educational and Productivity Solutions at Texas Instruments

Even though not all Hispanic students are Limited English Proficient (LEP) or English Language Learners (ELL), they do represent approximately 75 percent of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs.[26] In addition, approximately 30 percent of students served by Title I, the largest federal program for elementary education, are LEP. Rather than perceiving this as an educational deficit to correct, it should be seen as an opportunity to incorporate language into the educational achievement of Hispanic students.

One way to build upon the language asset a student brings to the classroom is to promote biliteracy through dual-immersion programs. Biliteracy is a powerful workforce tool not only in the U.S. business environment, but also in the international economy. It is not just for minorities or Hispanics, but for all Americans. Everyone can benefit from being able to communicate in more than one language.

It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive-and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—biliteracy.

- Secretary of Education, Richard Riley, March 22, 2000

In a competitive global economy, employees fully proficient in English and Spanish have distinct advantages over those who speak only English. Because they bring extra skills, these workers have a competitive edge to get hired, they can speak to a wider range of customers, and in some industries, they receive better pay. This underscores the importance of collaboration between the business and education communities in preparing students to participate in this "new" global workforce. There are many ways in which the education system is aligning itself with the needs of the business sector, and vice versa, to achieve the goal of a biliterate workforce. Biliteracy programs have been instituted across the country and at all stages of the educational continuum—in K-12 programs as well as in college and university curricula—and in the workforce development efforts of national corporations.

THE BOTTOM LINE

To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for K-12 education must be to provide Hispanic students with a high-powered learning program that includes the supports and encouragement they need to stay in school and successfully complete the requirements for college. Educators, parents, and the Hispanic community should work together to ensure that all Hispanic students master what they need to learn for success in college and later life without losing their language, culture, or self-confidence.

What can each sector do to help Hispanic students increase their K-12 academic achievement?

PARENTS CAN:

- Become actively engaged in their children's education by reading with their children, helping them with their homework, communicating regularly with teachers, becoming better informed about the school's educational requirements, volunteering at the school, and participating in school-sponsored activities.
- Foster high expectations and educational success by promoting high school completion and college aspirations.
- Foster children's acquisition of their native language and of another language through family activities and educational experiences.

- Become informed about the academic programs offered to their children (i.e., college preparation or vocational) and the implications of test use on their children's academic future.
- Understand their roles, rights, and responsibilities as parents within their school system, become more knowledgeable about school governance, and consider serving on the school board.

PARENT LEADERSHIP PROGRAM—MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATIONAL FUND (MALDEF) (LOS ANGELES, CA)

The Parent Leadership Program (PLP) began in 1989 with a goal to improve the academic achievement of Latino students through greater parental involvement in the schools and by helping parents become effective advocates for their children's education. The program is offered free of charge to schools with high percentages of low-income students, below average test scores and a need for increased parental involvement.

The training course is composed of sixteen modules through which parents will learn to inform themselves, to participate, and learn to exercise their rights. These three components are the core and basis of MALDEF's leadership course. Parent participants will learn about the importance of their participation in their children's education, parental rights in schools, the administrative structure of schools, how to effectively solve problems in school bureaucracies, how schools are financed, holding elected school officials accountable, and guiding a child towards a 4-year college education.

Perhaps most telling about our program is what happens to the parent participants once they have completed the program. Several have decided to go back to school and earn their GED. Others progress even further and are going to college and studying courses that before they could only speak to their children about. So while their involvement in the parent program has made a dramatic difference in the education of their children and their future, the parents' desire to improve their own situation means increased financial security and economic mobility.

SCHOOLS CAN:

- Require that all students take college-preparatory courses—including algebra and geometry—and encourage all Hispanic students to take the SAT or the ACT.
- Improve communication with Hispanic parents and provide information on their children's educational progress and the school's academic programs.

- Create clear, measurable, and rigorous school accountability provisions accompanied by strategies adequate to build capacity, measure academic preparation, and provide support for Hispanic students.
- Support a curriculum that encourages dual-language acquisition with appropriate funding and qualified staff.
- Provide teachers with continuous professional development to master content knowledge; to make education interesting and challenging; and to have high expectations of Hispanic students.
- Improve and align curricula with educational expectations to improve the quality of education a student receives and facilitate their pursuit of higher education.
- Coordinate school-to-career opportunities for Hispanic students with local colleges, community organizations, and employers.

HIGH SCHOOL ATTENDANCE INITIATIVE—J. STERLING MORTON HIGH SCHOOL (CICERO, IL)

Morton High School's Hispanic dropout rate has consistently ranged from 10 to 12 percent over the last ten years. In accordance with the findings and recommendations of *No More Excuses: The Final Report of the Hispanic Dropout Project*, 1998, school officials decided the low attendance rate should be the first area addressed as part of an effort to decrease the high Hispanic dropout rate. The school created an Attendance Initiative for the purpose of improving student attendance, reducing the dropout rate, and improving the graduation rate. School representatives called parents regarding all absences and sent mailers to parents; teachers and school administrators intervened to monitor students. In the first 30 months, average daily attendance improved to 90.5 percent; the number of students with 3 months' perfect attendance increased from 259 to 600; and the dropout rate decreased from 10.8 percent to 5.3 percent.

DUAL IMMERSION PROGRAM—RIVER GLEN ELEMENTARY SCHOOL (SAN JOSE UNIFIED SCHOOL DISTRICT, CA)

River Glen has a K-8 Two-Way Spanish Immersion Program where all students learn in both English and Spanish. The Two-Way Language Immersion program provides an immersion model for English-speaking students and a maintenance bilingual model for Spanish-speaking students.

Two-Way Language Immersion is an academically based program in which the target language (Spanish) is used as the vehicle of instruction, not the focus. Monthly thematic units integrate the curriculum, make the target language more meaningful to the student, and provide the student with enough exposure to practice, use, and extend his or her vocabulary.

All units are introduced through literature. Teachers use a reciprocal-interactive approach, allowing students to actively participate in their second language growth. Other teaching techniques include cooperative learning, natural approach to second language acquisition, sheltered instruction, and activity-based small group instruction. Positive evaluations of a two-way immersion program in San Jose after five years of implementation also have been reported.

COMMUNITY-BASED ORGANIZATIONS CAN:

- Partner with schools to encourage increased outreach and communication with Hispanic parents and the Hispanic community.
- Provide after-school and summer educational opportunities for Hispanic students.
- Form mentoring and tutoring programs to guide and support Hispanic students and share information with them to facilitate their education and raise their expectations.
- Develop community-sponsored scholarships as well as ceremonies and recognition programs to reward Hispanic students' achievements.

ACADEMIA DEL PUEBLO/HISPANIC PRE-COLLEGE PROJECT (ST. PAUL, MN)

Academia del Pueblo/Hispanic Pre-College Project is a community-based youth enrichment program created to increase retention among Hispanic students in the first through fifth grades and to direct students toward a future where college is possible. The program uses such teaching methods as a language experience approach, workstations, and small group and hands-on activities. The project feeds into the Project Success program, which provides students in the sixth through eighth grades with career and cultural awareness, academic enrichment activities, homework assistance, personal development, motivation, and skills to succeed in school. The Hispanic Pre-College Project also has a parent component: Parents as Partners. This educational program recognizes that parents are their children's first teachers and is designed to provide training assistance and support to Hispanic parents. Through bilingual monthly workshops, the program concentrates on teaching effective parenting skills and reinforcement techniques that will help parents strengthen their role as active partners in their children's education by creating a home environment that supports learning. Childcare and transportation are available.

INDUSTRIAL AREAS FOUNDATION'S ALLIANCE SCHOOLS

Begun in Texas in 1986, the Alliance Schools are dedicated to developing a constituency of parents, community leaders, and educators working together to improve student achievement in low-income communities. There are now over 120 Alliance Schools in Texas, and a similar network is being created in Arizona, New Mexico, and California working with community organizations affiliated with the Industrial Areas Foundation, religious congregations, and public schools in poor and working class communities.

The following examples are all Texas schools with almost an exclusively Hispanic population that have been cited by the State for outstanding academic improvement:

- Sam Houston Elementary School in McAllen, named an "exemplary" campus since 1998, used community organizing strategies in its approach to curriculum development bringing Latino parents into the discussions about academic standards and assessments.
- Yselta Elementary School in Yselta has improved from a low achieving school in the early 1990's, to a "recognized" campus with high levels of parental engagement.
- Zavala Elementary School in Austin was the lowest-ranked elementary school in Austin when it joined the Alliance School network in the early 1990's. By combining high levels of parental engagement with the full-service school concept, now outpaces state and district gains in academic achievement.

THE PRIVATE SECTOR CAN:

- Foster career-specific mentoring programs between schools, businesses, and civic organizations in the community that reinforce the value of a high-quality education.
- Partner with schools and local community-based organizations to create biliterate educational programs for all students.
- Provide employees with flexible work schedules to facilitate their participation in school events.
- Guarantee college scholarships for academically successful Hispanic students.

TU FUTURO DEPENDE DE TI...¡EDÚCATE! (YOUR FUTURE IS IN YOUR HANDS...GET AN EDUCATION!)

–UNIVISION

In August 1999, Univision, the nation's leading Spanish-language television network, announced its education initiative, *Tu futuro depende de ti...¡Edúcate! (Your Future is in Your Hands...Get an Education!).*This extensive, multi-year campaign to encourage Hispanic students' to excel educationally uses public service announcements, half-hour specials, and integrated programming with some of the network's most popular broadcasts to communicate with viewers. The objective is to deliver the message that a quality education for all students is critical to preparing the United States to compete in the world marketplace.

The US Department of Education partnered with Univision in this effort by developing special broadcasts on parental engagement and student financial aid and by providing materials through its toll-free number (1-877-433-7827) with bilingual operators available to answer calls. Working with the Univision Network affiliate stations, the campaign and related activities aims to provide Hispanic parents the kind of information they require to become more savvy users of the education system and better advocates for their children.

CENTER FOR COMMUNITY EDUCATIONAL EXCELLENCE (C2E2)— NATIONAL COUNCIL OF LA RAZA (NCLR)

NCLR, with support from foundations and the U.S. Department of Education, is building a professional development academy to provide, training, technical assistance and support services targeted to educators and organizations serving Hispanic students and communities. The Academy seeks to tailor services to meet the needs of constituents and offers professional development activities along three tracks: early childhood education (targeting day care and Head Start providers), community-based education (targeting enrichment, supplemental, and adult basic education) and elementary and secondary education targeting alternative and charter schools). C2E2 has a special focus on community-based educators—many of whom are not certified teachers—who could benefit from training in teaching methods and pedagogy.

GOVERNMENT CAN:

- Develop and disseminate research on best practices for improving Hispanic students' educational achievement and offer technical assistance.
- Financially support Hispanic college students considering the teaching profession and those teaching in geographic areas of need and institute student loan forgiveness for teachers who choose to work in low-income communities or areas serving high concentrations of Hispanic students.

- Support programs nationally that increase Hispanic students' awareness of the many educational and career opportunities available and expand outreach efforts to ensure that federal programs aid the Hispanic population.
- Use the bully pulpit to highlight the value of and need for a multilingual workforce and the educational benefits of viewing fluency in more than one language as an asset.

DEPARTMENT OF ENERGY (DOE)

DoE's *Idaho Hispanic Youth Symposium* is an annual event designed to encourage Hispanic teens to seek brighter futures for themselves and their families by staying in school. Using a bilingual format, the Symposium has three primary goals: mentoring, dropout prevention, and dual language and cultural understanding. The Symposium brings together Hispanic high school students from throughout Idaho to listen to motivational speakers and to participate in interactive workshops to enhance self-esteem, leadership and problem-solving skills, as well as science and engineering career awareness. The students compete in speech, talent, athletics, and interactive skill contests for awards and scholarships.

The Symposium grew out of a 1988 brainstorming session on ways to curb the alarming 60+ percent high school dropout rate of Hispanic teens in Idaho. In 1990, approximately 100 students attended, and a single $1,000 scholarship was awarded. Since then, nearly 2,800 students from throughout Idaho have attended. Each April, more than 300 students convene in Sun Valley, where scholarships and prizes totaling more than $900,000 are awarded.

NATIONAL AIR AND SPACE ADMINISTRATION (NASA)

Proyecto Access is an eight-week, summer, mathematics-based, academic enrichment program for middle and high school students interested in pursuing science and engineering careers as practitioners or teachers. The program seeks to develop students' skills in the areas of abstract reasoning and problem-solving—skills essential for success in science and engineering as well as technological fields. The program is conducted on the campuses of eight Hispanic-Serving Institutions located in the following cities: Bronx, New York; Chicago, Illinois; Denver, Colorado; Jersey City, New Jersey; Las Cruces, New Mexico; Los Angeles, California; Miami, Florida; and Tucson, Arizona. NASA provides $1 million in funding for this program.

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UNDERGRADUATE EDUCATION

Higher education is the foundation for future success. Our economic opportunities are born out of commitment to education. Hispanics are in all components of the educational pipeline and need to be addressed at all levels.

—JULIET GARCIA, COMMISSIONER,
PRESIDENT'S ADVISORY COMMISSION

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THE PICTURE TODAY

Increasing numbers of Hispanic students are pursuing postsecondary education. Yet too often, Hispanics' successes in undergraduate education are eclipsed by their high school dropout rate. The rate is unacceptable, but those Hispanic students who do complete high school face further challenges in undergraduate education.

Hispanics currently make up 14.5 percent (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.[27] As the population of Hispanics continues to increase, the representation of Hispanics in higher education is also increasing. Hispanics' enrollment in undergraduate education increased by nearly 50 percent in just six years—from approximately 782,000 in 1990 to 1.3 million in 1996.[28] Today, of the 14.5 million students in higher education in the United States, more than 9 percent are Hispanic. However, while Hispanic college enrollment and degree attainment are increasing, they are not equivalent to Hispanics' representation in the population.

Community colleges enroll approximately half of Hispanic students in undergraduate education because of their location in the community, low cost, and flexibility in offering courses. However, inadequate articulation policies between two- and four-year institutions of higher education limit the educational attainment of many Hispanic college students.

A recent Educational Testing Service (ETS) study, *Crossing the Great Divide*, shows that by the year 2015, one million more Hispanics will be academically prepared to attend college.[29] In 2006, Hispanic undergraduates will outnumber African American undergraduates for the first time; they will be the nation's largest college-going minority, accounting for approximately one in six undergraduates on campus. Institutions in California, Texas, Florida, New York, and Arizona will enroll 1.4 million more students over the next twenty years. Hispanics will account for almost half of this growth. However, even if all the Hispanic students who are ready to go to college do so, the gap between Hispanic access to college and all other American youths' access will actually grow because the proportion of Hispanics in the 18- to 24-year-old population will increase even more rapidly than the proportion of Hispanic youth who are academically prepared to go to college.

Why is the educational attainment gap in higher education not closing? It is primarily because most Hispanic college students are first-generation, low-income students. In addition, many are less academically well prepared than their non-Hispanic peers.

Just over 50 percent of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75 percent of Hispanics enrolled in higher education are in just five states: California, Texas, New York, Florida, and Illinois.[30] This enrollment pattern is even more telling when changes in three of these five states' affirmative action admission policies are considered. In California, Texas, and Florida, the public university systems have eliminated the use of race/ethnicity as a factor in admissions decisions; instead, each has adopted "percentage plans" in an attempt to maintain a level of diversity on campus. Studies are being conducted to determine the overall impact of these plans on Hispanic students.

THE BOTTOM LINE

To secure Hispanic students' educational excellence and to raise their achievement to the level of other groups, our top priority for higher education must be to ensure that Hispanic students can succeed in college. Parents, educators, and the Hispanic community need to ensure that Hispanic students have a clear pathway to colleges and universities (two- and four-year, public and private). This should include necessary information and assurances of financial support from the public and private sectors and a commitment by colleges to do more to build supportive academic communities for Hispanic students.

What can each sector do to help Hispanic students raise their college and university educational achievement?

PARENTS CAN:

- Introduce the idea of college education early on and reinforce it throughout their children's K-12 education.
- Become informed about available financial support and take the time necessary to complete financial aid applications.
- Show interest in their children's college experience by visiting campus and talking about their children's classes.
- Reinforce the climate of success by asking children what they will do when they graduate.

COLLEGES AND UNIVERSITIES CAN:

- Offer Hispanic freshmen training in study skills and academic procedures and evaluate and improve existing support services to support the needs of Hispanic students.
- Expand college admissions recruitment into high schools with large Hispanic enrollments and sponsor trips to campus for Hispanic elementary and middle school students to increase their interest in higher education.
- Provide information to parents of Hispanic middle school students about the importance of college, the need for students to take the right courses to prepare for college, and the need to perform well academically, and organize seminars for Hispanic parents on paying for college and how to fill out college application and financial aid forms.
- Communicate more with Hispanic parents and provide college admissions materials in Spanish to facilitate family discussions about college.

- Analyze why Hispanic students drop out of college and develop institution-specific solutions to redress this problem.
- Work to maintain a diverse faculty and support faculty working as mentors of Hispanic students.
- Improve transition between two- and four-year institutions of higher education to facilitate the further education of Hispanic students enrolled at community colleges.

PUENTE PROJECT, UNIVERSITY OF CALIFORNIA (CALIFORNIA)
This project increases the number of Hispanic students attending four-year colleges, earning degrees, and returning to the community as leaders. The main components of the program involve counseling, mentoring, and English language skills. Students begin in the ninth and tenth grades with activities involving school guidance counselors and mentors. All students participate in the program's statewide writing portfolio assessment as well. In 1998, Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students (43 vs. 24 percent). An additional 41 percent of Puente students attended California community colleges. Puente students took the SAT at a higher rate than non-Puente students (68 vs. 54 percent) and took the ACT at almost three times the rate (32 vs. 13 percent) of non-Puente students.

EMERGING SCHOLARS PROGRAM (ESP), THE UNIVERSITY OF TEXAS AT AUSTIN (AUSTIN, TX)

ESP is an honors-type calculus program that targets students historically underrepresented in the mathematics-based disciplines. The central themes of ESP are working on challenging mathematics and forming social groups based on common academic interests. Students spend six hours per week in an intensive ESP section. Since the work is challenging, it drives student collaboration. This collaboration, in turn, facilitates forming friendships and breaking down stereotypes about who can do mathematics.

COMMUNITY-BASED ORGANIZATIONS CAN:

- Advocate college-going and college graduation to ensure that Hispanics have access to a quality higher education.
- Facilitate mentorships, internships, and fellowship opportunities for Hispanic students.
- Organize local SAT/ACT preparation courses for Hispanic students.
- Form support networks and "Adopt a College Student" programs for Hispanic college students away from home.
- Organize annual recognition events for Hispanic students who complete a year of college.
- Provide after-school programs to encourage and academically prepare Hispanic students to attend college.

HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES (HACU) INTERNSHIP PROGRAM

The HACU National Internship Program (HNIP) works with Hispanic Serving Institutions (HSIs), federal agencies, corporations to recruit well-qualified and motivated students. Those selected for the program include undergraduate and graduate students who have a minimum 3.0 GPA and are active in community and campus activities. HNIP began in 1992 and has placed thousands of students in federal and corporate internships across the nation.

The HACU National Internship Program exposes talented college students to a challenging set of professional and educational experiences in many different fields. It is a comprehensive program that provides travel expenses and a weekly stipend.

Participating agencies and corporations hope to increase diversity in their work force by providing internship opportunities to high-achieving Hispanic students. This creates a pipeline of future employees who have had positive, meaningful work experience.

THE PRIVATE SECTOR CAN:

- Work with local colleges—and local Hispanic-serving institutions, in particular (where they exist)—to establish cooperative career-based programs as well as research and internship opportunities.
- Create scholarships, fellowships, and partnerships to help Hispanic students access and attain a higher education.
- Encourage Hispanic employees to complete postsecondary education and lifelong learning and support them as they do so.
- Actively recruit Hispanic college students for both regular and summer positions.

HISPANIC SCHOLARSHIP FUND

The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. HSF's mission is to double the college retention rate by supporting current college students and providing incentive for Latino high school graduates and community college associates to enroll at four-year institutions.

HSF recognizes and rewards outstanding Hispanic American students in higher education throughout the United States and Puerto Rico. Founded in 1975, HSF has awarded more than 40,000 scholarships totaling more than $48 million. Recipient students represent every segment of the Hispanic community, hundreds of institutions of higher learning—including the most prestigious—and come from all 50 states and Puerto Rico. Successful candidates are chosen on the basis of academic achievement, personal strengths, leadership, and financial need. Basic program requirements include full time enrollment at an accredited college in the United States or Puerto Rico, completion of 15 credits of college work, and a minimum 2.7 GPA.

In July 1999, the Lily Endowment Inc. Awarded HSF a $50 million grant—the single largest amount given to promote Hispanics in higher education and the largest amount ever pledged to a Hispanic organization in the United States. Two months later, HSF was selected as one of three organizations included in the newly formed Gates Millennium Scholars Program, by the Bill and Melinda Gates Foundation. This program includes a twenty-year plan to provide financial assistance to high-achieving minority students in need of financial aid with an annual investment of $50 million, and offers financial assistance to 1,000 new students each year. The Millennium Scholars Program also includes the United Negro College Fund and the American Indian College Fund.

ENLACE (ENGAGING LATINO COMMUNITIES FOR EDUCATION) INITIATIVE-W.K. KELLOGG FOUNDATION

ENLACE is derived from the Spanish word "enlazar", which means to link or to weave together. ENLACE is a new initiative focused on assisting communities to strengthen the educational pipeline for Hispanic youth. Through ENLACE, participating colleges and universities will form partnerships with communities, K-12 public and private school districts, and businesses. These partnerships will give Hispanic students the support they need to succeed from kindergarten through high school and beyond.

The three key components of ENLACE are: a common vision of a brighter future for Latino youth; collaborative work in coalitions; and a focus on strengthening public school-university-community partnerships.

Planning grants were awarded to 18 colleges and universities to continue their work to improve higher education opportunities for Hispanic youth under phase one of the Kellogg Foundation's six-year, $28.7 million ENLACE initiative. Under Phase II, 8-10 partnerships will be selected for multi-year funding with priority given to coalitions that bring together diverse organizations who pool their resources to design long-term community and institutional structures to impact system change. The last phase of the initiative will focus on disseminating the impact of the efforts, as well as institutionalization and sustainability of the vehicles of success.

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GOVERNMENT CAN:

- Significantly increase the level of financial aid (i.e., grants, scholarships) to help Hispanic students access and attain a higher education.
- Disseminate and promote wider use of proven strategies and develop better strategies for helping Hispanic students achieve at high academic levels.
- Encourage communities, school districts, and local institutions of higher education to develop strong, collaborative K-16 educational strategies to improve Hispanic achievement throughout the educational pipeline.

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LOUIS STAKES' ALLIANCES FOR MINORITY PARTICIPATION (LSAMP)— NATIONAL SCIENCE FOUNDATION

Alliances aim to encourage the production of baccalaureate degrees earned by underrepresented students in science, mathematics, engineering and technology (SMET) by utilizing the knowledge, resources, and capabilities of a broad range of organizations from academic, federal, industrial, and private sectors. Approximately 180,000 students are currently enrolled in LSAMP activities and results clearly demonstrate the effectiveness of strategies being pursued. In academic year 1998, Hispanic student enrollment in LSAMP-participating institutions for studies in SMET fields was 92,421 (50 percent of total enrollment), and there were 9,323 Hispanic SMET graduates from LSAMP institutions in 1998 (46 percent of total graduates).

LSAMP projects focusing heavily on Hispanic students include: The University of Texas System Alliance in cooperation with ten regional community colleges from around the U.S.-Mexico border region; California Alliances for Minority Participation which involve ten campuses of the University System, and fifty public and private institutions; the Puerto Rico Alliance, which brings together national laboratories, local industries and 14 post-secondary institutions; and the New Mexico Alliance involving 27 statewide public institutions for recruitment/bridge programs, mentoring, distance learning opportunities and professional conferences.

NSF provided $26.37 million to support 28 continuing projects in FY 1999.

DEVELOPING HISPANIC-SERVING INSTITUTIONS (HSI) PROGRAM –U.S. DEPARTMENT OF EDUCATION

The Developing HSIs Program helps eligible institutions of higher education expand their capacity to serve Hispanic and low-income students. Under this program, Hispanic-Serving Institutions (HSIs) are defined as accredited and degree-granting public or private nonprofit institutions of higher education with: at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment; a high enrollment of needy students; low educational and general expenditures; and, where 50 percent of Hispanic students are low-income.

Five-year development grants and one-year planning grants are awarded. Grant activities include faculty development, funds and administrative management, development and improvement of academic programs, acquisition of equipment to strengthen funds management and academic programs, procurement of scientific or laboratory equipment for educational purposes, the renovation of instructional facilities, academic tutoring, counseling programs, and student support services.

The HSI program was first funded in 1995 at $12 million and in fiscal year 2000, there were 108 HSI grantees with funding of $42.5 million.

GRADUATE & PROFESSIONAL EDUCATION

Steer them toward learning about science, and we will find the environmentalists, biologists, and meteorologists who will help our planet. Coax them toward economics and we will get the minds that will write the prescriptions for prosperity in this hemisphere and around the world. Believe in these young people and give them a chance to learn and to grow, and they'll contribute on the world stage.

CAROLYN CURIEL
AMBASSADOR TO BELIZE
IN HISPANICS AND THE
FUTURE OF THE AMERICAS,
12 JUNE 2000

INFLUENCING
the future

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THE PICTURE TODAY

Now, more than ever, graduate education is critical for achieving economic success and positions of leadership. While Hispanics have doubled their percentage enrollment in graduate education in the last twenty years, they remain less well represented than other groups. In 1996, Hispanics represented 4 percent of graduate students, whereas whites represented 73 percent and African Americans 6 percent.[31] These numbers are even more troubling when one looks at particular fields, such as engineering, mathematics, and computer and physical science, where Hispanic participation in graduate education is not representative of the population. In 1995-96, 7 percent of all first-professionals were Hispanic, 6 percent were African American, and 76 percent were white.[32] Beyond enrollment, completion is also important. In 1996, Hispanics earned approximately 4 percent of all master's degrees and 2 percent of all doctoral degrees awarded in the United States.[33]

The most disturbing consequence of low rates of Hispanic participation in graduate education is that relatively few Hispanics qualify to occupy faculty and administrative positions in the nation's colleges and universities. Participation in graduate education has other implications beyond professional study. Graduate education is also the pipeline for higher education faculty. In 1992, Hispanics represented less than 3 percent of full-time instructional faculty and staff in higher education.[34] While there are indications that the percentage has increased slightly since 1992, it had not changed substantially by 1998. Too few Hispanics are attaining graduate degrees and entering their fields of study as academic faculty. This has serious implications given that faculty and staff are influential mentors and role models and that they can enrich the educational experience of all students. The lack of Hispanic representation in graduate education is even more severe than in K-12 education and must be redressed.

Why are so few Hispanics in graduate education? Among the primary reasons are their relatively low levels of baccalaureate achievement, inadequate financial support, relatively low levels of mentoring and counseling by college instructors and other academic staff, and the continuing low expectations of Hispanics attaining graduate education.

THE BOTTOM LINE

To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for graduate and professional education must be to make the undergraduate experiences of Latino students more successful and provide more financial assistance and support for their education.

What can each sector do to help Hispanic students raise their graduate and professional educational achievement?

PARENTS CAN:

- Learn about the benefits of graduate and professional education and encourage their children from an early age to continue their education to rewarding careers that typically require graduate education, such as university teaching, scientific research, business, law, and medicine.
- Support children pursuing graduate education and recognize that graduate and professional education, though typically lengthy and expensive, yield long-term benefits.

COLLEGES AND UNIVERSITIES CAN:

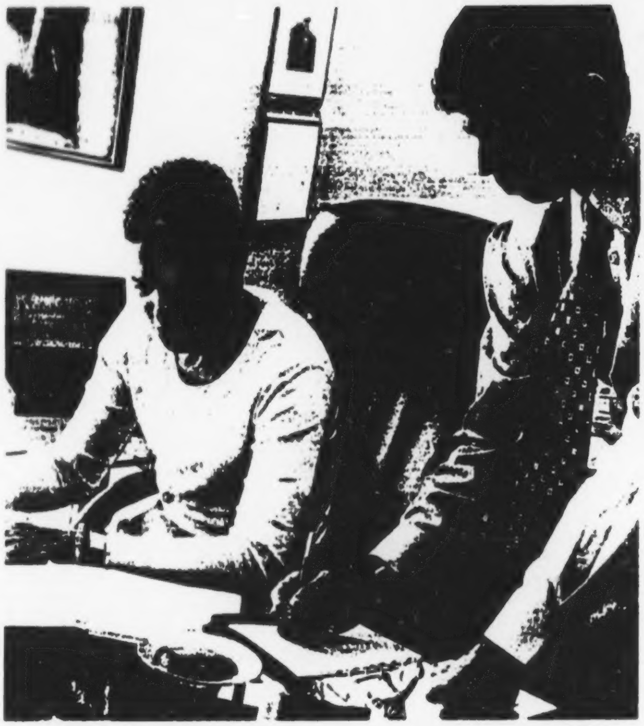
- Work to increase the number of Hispanics completing undergraduate education with high academic achievement who aspire to graduate education.
- Develop strong academic support programs for Hispanic undergraduates that also encourage graduate enrollment.
- Develop combined baccalaureate and master's degree programs and encourage interested advanced Hispanic undergraduates to take graduate courses.
- Conduct targeted outreach to Hispanic students to increase the number of Hispanic applicants to graduate programs and target institutional support (financial and student services) to Hispanic students to help retain them in graduate education.
- Foster a diverse campus climate that promotes educational equity and success for all students.
- Develop a faculty development program that targets Hispanics and hire Hispanic faculty and academic staff and facilitate their interest in serving as mentors and role models.

COMMUNITY-BASED ORGANIZATIONS CAN:

- Sponsor leadership training for Hispanic graduate students.
- Include graduate and professional education in their organizational agendas.
- Seek out and develop partnerships with graduate students and their professors for fellowships and participation in community activities.

THE PRIVATE SECTOR CAN:

- Establish fellowships and internships for graduate students.
- Encourage Hispanic employees to obtain graduate degrees and provide financial assistance in order to support them in doing so.
- Work with institutions to help facilitate the transition from education to work and inform institutions of the workforce demands they need to meet in order to be competitive.
- Fund endowed positions dedicated to minority faculty in graduate programs.



THE PH.D. PROJECT

The Ph.D. Project is a partnership among America's leading companies, universities, and academic organizations. The Project works to increase the ranks of minority business school professors by encouraging more minorities to earn a business Ph.D., the entry ticket to professorship. These new professors can then serve as role models-encouraging more minority students who otherwise might not have considered business as a career to do so; be mentors, for tomorrow's minority students, guiding them into corporate careers; and better prepare all students for the new, diverse, corporate landscape of the twenty-first century. Largely due to The Ph.D. Project, the current enrollment of business doctoral students already exceeds the total number of minority professors teaching in business schools. As doctoral students and teaching assistants, those enrolled are inspiring, motivating, and assisting a new generation of business students.

The Project offers a networking and support system for every African American, Hispanic American and Native American business doctoral student in the United States through The Ph.D. Project Doctoral Students Associations. These associations help minority doctoral students complete the business Ph.D. program. With more than 300 current doctoral students in The Ph.D. Project Doctoral Students Associations in the year 2000, the dropout rate is below 5 percent (the dropout rate in this discipline can exceed 25 percent.)

GOVERNMENT CAN:

- Fund graduate fellowships for Hispanic students and programs that have a proven track record of increasing minority participation in graduate education.
- Increase outreach and information dissemination efforts in Hispanic communities to highlight the increased value of graduate degrees.
- Facilitate research opportunities for Hispanic students in federal agencies or in government-supported and collaborative programs.
- Publicize the availability of government jobs for graduates with advanced degrees.

THE CENTER FOR LATINO INITIATIVES—SMITHSONIAN INSTITUTION

The Center sponsors the Inter-University Program Latino Graduate Training Seminar *Interpreting Latino Cultures: Research and Museums*. Hispanic graduate students attend the seminar to explore issues of representation and interpretation of cultural materials and traditions in museums; the seminar is followed by five ten-week fellowships and one ten-week internship. Fourteen Hispanic students participated in the program in 1999.

The Latino Studies Fellowship Program offers awards to Latino pre-doctoral students and postdoctoral or senior scholars to pursue research related to Latino history, art, and culture using Smithsonian resources, as well as through extended field work. Through this program, eleven fellowships have been awarded to outstanding students and scholars.

CENTERS OF RESEARCH EXCELLENCE IN SCIENCE AND TECHNOLOGY (CREST) –NATIONAL SCIENCE FOUNDATION

Each Center of Research Excellence serves as a hub for conducting competitive research at the most productive minority institutions, including those that produce well-trained doctoral students in science, mathematics, engineering and technology (SMET) fields. Centers also serve as models for the integration of education and research and engage in interdisciplinary activities. There are three large-scale Center projects focusing on Hispanic students: The Materials Research Center of Excellence at the University of Texas, El Paso to establish a nationally competitive research center in materials science and increase the number of minority researchers available to the Nation; the Distributed Computing: Theory, Development and Application Center, managed jointly by Florida A&M University and Florida International University, which seeks to significantly increase minority participation in SMET disciplines and promote minority participation in quality research activities (Florida International's student enrollment is 60% Hispanic), and the Center for the Study of Light Matter Interaction in Photonic Materials at New Mexico Highlands University. NSF provided $8.81 million in FY1999 to support 8 centers.

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TEN THINGS THE NEXT ADMINISTRATION MUST DO

Over the past seven years, President Clinton and Vice President Gore have taken a leadership role and important steps to improve education for Hispanic students. The Clinton-Gore Administration created the Hispanic Education Action Plan (HEAP) in 1998, to invest more in programs that work for Hispanic students. Funding for HEAP has increased each year, and the Administration's FY 2001 proposal calls for nearly $10.7 billion – a one-year increase of more than $800 million. They expanded Head Start access, strengthened services for English Language Learners, created the GEAR-UP college preparation and mentoring program, and increased support for Hispanic Serving Institutions. The Administration has also actively pursued its commitment to excellence for all students by insisting that states set high standards for all students, ensuring accountability for results and investing in proven strategies such as smaller classes, extended learning time and high-quality teachers. Most recently (June 15, 2000), the President hosted a White House Strategy Session on Improving Hispanic Student Achievement, which brought together stakeholders from all sectors to focus on this issue. At the Strategy Session, the President announced five goals to help focus efforts to close educational achievement gaps for Hispanic students within the next 10 years. More information about this event, the national goals, and strategies to reach these goals may be found in the report on the White House Strategy Session on Improving Hispanic Student Achievement. For a copy of this report, please call 1-877-4ED-PUBS.

This Administration has also worked to create a government that looks like America. For example, the Office of Personnel Management developed a Nine Point Plan to increase the representation of Hispanics in federal employment and the Department of Health and Human Services created an agency-wide response to meeting the needs of people with limited English proficiency.

The President's Advisory Commission developed mechanisms working with partners in government and other sectors over the last seven years to address the educational achievement of Hispanics. The next administration must take up the challenge and continue to serve as a catalyst in the effort to involve all sectors in raising Hispanic educational achievement. To that end, the Commission has identified ten things the next Administration must do. These things are not to the exclusion of individual, local, state, and national efforts, but can leverage the federal government's ability to highlight what is important, motivate a nation, and lead by example.

① **The next President must continue to lead this nation by supporting states in fulfilling the responsibility to educate all our children** and highlight the importance of ensuring educational excellence for the Hispanic community. As part of this effort, the next President must deploy federal resources to provide opportunities for all children to succeed.

② **The Secretary and Department of Education must continue to take charge in establishing and highlighting the educational excellence of Hispanics as a national priority**. This leadership requires commitment to a strategic plan grounded in current and confirmed research and promising practices that will activate all facets of government to improve Hispanic academic achievement.

③ **The next Administration must continue to support America's leadership in a global economy** cultivating biliteracy and proficiency in two languages for all Americans.

④ **The next Administration must continue to increase the representation of Hispanics in federal employment** in both career and political appointments and in program, policy, and leadership positions. Greater representation of Hispanics in turn will expand the federal government's capacity to effectively work with and address the concerns of the Hispanic community.

⑤ **The next Administration must continue to implement concerted and targeted outreach to Hispanic communities** and provide complementary guidance and technical assistance to those communities to ensure their competitiveness and access to federal programs.

⑥ **The next President must establish another Executive Order** that addresses educational excellence for Hispanics throughout the entire education continuum and includes responsibility of all federal agencies.

⑦ **The next Administration must work to further align the responsibility of federal agencies to respond to the Executive Order** with the budget process, their annual performance report on the Executive Order, and the Office of Management and Budget oversight. This alignment includes improving accountability mechanisms by refining data collection pertaining to Hispanic participation in federal programs and maintaining the Inter-Departmental Council for Hispanic Educational Improvement to foster increased awareness and engagement by agency staff.

⑧ **The next Executive Order must continue to strengthen the Commission's authority to facilitate public and private partnerships** addressing educational excellence for Hispanics. These partnerships include leaders of the Hispanic community, members of Congress, national advocacy organizations, and business and foundation leaders.

⑨ **The next Administration must provide an adequate number of White House Initiative staff** to implement the charge of the executive order covering key areas such as federal agencies, community outreach, Hispanic-Serving Institutions (HSIs) and policy.

⑩ **The next Administration must align the oversight of executive orders** to facilitate effective implementation among federal agencies so that the needs of Hispanics are addressed. By doing so, the Administration will alleviate the dynamic of competing agendas.

CREATING THE WILL

> **Because despite the progress made, we know that too many young Hispanics are still dropping out of school and not enough are getting the Head Start they need. And far too many are born into poverty – and never have a fighting chance at the future all children deserve. These are not somebody else's children. They are all our children.**
>
> Hillary Rodham Clinton,
> White House Convening on Hispanic Children and Youth,
> August 2, 1999

Raise the educational performance of all Hispanic students to the same level of achievement as other students in America by the year 2010.

Meeting the educational needs of Hispanic Americans is good for this country. Not only does it strengthen the analytical and intellectual skills of the fastest-growing segment of American society, but it also fortifies our country's most precious resource: its human capital. In this time of enormous prosperity and sustained tranquility we can make real the promise of a quality education for all our young people by deploying proven strategies where they are needed and securing the resources this country has to offer. So why do we hesitate?

In this time of enormous prosperity and sustained tranquility, why do we shirk our responsibility to make real the promise of a quality education for all our young people? Why do we refuse to invest in our Hispanic youth by deploying proven strategies where they are needed and securing the resources this country has to offer?

The President's Advisory Commission believes it is a question of will. There is sufficient empirical evidence on interventions that help Hispanic students succeed—from early childhood through graduate and professional education. This report offers strategies for each sector to implement. However, creating the will to achieve educational excellence begins with the belief that our young people are precious and deserve a quality education and requires a commitment to reject failure and to strive for success.

To reach this goal requires parents, educators, community activists, elected officials, business leaders, and government representatives to take responsibility to form multiple alliances to harness the collective political will of those who commit to work together for change. They must raise the nation's awareness of the strengths and talents of the Hispanic community; acknowledge the community's educational needs; and refuse to accept anything less than success in attaining the goal.

It is time; it is our imperative as a nation to provide a framework for action and model the behavior needed to make a concerted difference in the educational achievement of Latinos.

–Guillermo Linares, Chair, President's Advisory Commission

In modeling the behavior necessary to create the will, the President's Advisory Commission used its convening authority to bring together many interested parties from the key sectors. In the national conference series *Excelencia en Educaciio*: The Role of Parents in the Education of their Children, parents, educators, community advocates, business leaders, elected officials, and government representatives worked together to discuss a common goal: educational excellence for Hispanic students. While each partner provided different services and varied resources, all used this conference as a means to work together to achieve their common goal. As a result,

- federal agencies learned how to more effectively and directly reach out to the Hispanic community, and their responsibility to be held accountable to this community was reinforced;

- parents received information, were put in contact with resources, and were empowered to speak with those who contribute to their children's education,

- schools received support from other local and federal entities to improve their outreach to Hispanic parents and participated in an activity that connected them with the Hispanic community and advocates;

- community-based organizations were linked more directly to schools and federal agencies to improve service to the Hispanic community; and corporations were able to see "first hand" effective programs in their communities and learned how to more effectively reach out to the Hispanic community.

America is in transition in many ways. As Hispanic students quickly become the majority in school districts across the nation, critical masses of them are educationally, scientifically, and technologically unprepared. All sectors must address its responsibility to educate all children. The future of American democratic, social, cultural, and economic prosperity relies on the development of the full potential of its people—including Hispanics. All members of society have a role to play in building upon these and many other efforts and in continuing the work necessary to help Hispanic students raise their educational achievement to that of other groups in this nation.

This Commission has been privileged to serve these past seven years with an Administration that has worked hard, accomplished a great deal, and stayed focused on tomorrow. The work is not finished; it must continue for the next Administration... and the next generation.

ENDNOTES

OVERVIEW

1. Bureau of the Census, *CPS Report*, No. P25-1130, 1996.
2. Bureau of the Census, *CPS Report*, Educational Attainment in the United States: March 1998 (update), No. P20-513, 1998.
3. NCES, *Dropout Rates in the United States: 1998.*
4. NCES, *The Educational Progress of Hispanic Students, The Condition of Education, 1995.*
5. Bureau of the Census, *CPS Report*, No. P20-516, 1997.
6. NCES, Digest of Education Statistics, 1998, Table 207.
7. NCES, Digest of Education Statistics 1998, Table 207.
8. Four important sources highlighting these factors include: *No More Excuses: The Final Report of the Hispanic Dropout Project* (1995; Commissioners Santiago and Muthe Hispanic Dropout Projectd*); Latino High School Graduation: Defying the Odds* (1996; H. D. Romo); *Lessons from High-Performing Hispanic Schools* (1999; P. Reyes, J.D. Scribner, A.P. Scribner); and *Testing Hispanic Students in the U.S.: Technical and Policy Issues* (2000, President's Advisory Commission on Educational Excellence for Hispanic Americans).

EARLY CHILDHOOD

9. Bureau of the Census, *CPS Report*, No. P25-1130, 1996.
10. Bureau of the Census, *CPS Report*, No. P20-521, Table-2.
11. Bureau of the Census, *CPS Report*, No. P20-521, Table-2.
12. Head Start is a federal program (HHS) that provides comprehensive developmental services designed to remedy the effect of poverty on educational achievement for low-income, pre-school children ages three to five and social services for their families. Approximately 1,400 community-based non-profit organizations and school systems around the country serve as providers to meet early childhood needs.
13. *1999 Head Start Fact Sheet*, Administration for Children, Youth and Families.

ELEMENTARY AND SECONDARY (K-12)

14. Bureau of the Census, CPS Report, No. P25-1130, 1996.
15. NCES, Trends Among High School Seniors, NELS:88, 1972-1992, 1995.
16. NCES, The Condition of Education, 1999, Indicator 1, 2, 4 – 6.
17. NCES, The Condition of Education, 1999, Indicator 23.
18. NCES, Digest of Education Statistics, 1998, Table 68.
19. *Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999.

20. Bureau of the Census, *CPS Report*, P20-521, 1998.
21. NCES, Trends Among High School Seniors, NELS:88, 1972-1992, 1995.
22. Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998.
23. NCES, *Dropout Rates in the United States: 1998.*
24. NCES, *Dropout Rates in the United States: 1998.*
25. NCES, *Trends Among High School Seniors, NELS-88, Second Follow-up, 1992.*
26. *Elementary and Secondary School Civil Rights Compliance Report, 1988-1994.*

UNDERGRADUATE

27. Bureau of the Census, *CPS Report*, No. P20-516, 1997.
28. NCES, *Digest of Education Statistics, 1998*, Table 207.
29. Carnevale, A. And Fry, Richard, *Crossing the Great Divide: Can we Achieve Equity When Generation Y Goes to College?*, Educational Testing Service, 2000.
30. NCES, IPEDS, 1997 Fall Enrollment; Higher Education Amendments of 1965, as amended, 1998.

GRADUATE

31. NCES, *Digest of Education Statistics 1998*, Table 207.
32. NCES, Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996.
33. NCES, *Digest of Education Statistics, 1998*, Table 268.
34. Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992, National Center for Education Statistics, U.S. Department of Education, 1997.

The President's Advisory Commission appreciates the following colleagues who worked so diligently to review drafts of the report:

Margarita Benitez, Director, Institutional Development and Undergraduate Education Services, Office of Postsecondary Education, U.S. Department of Education
Arthur L. Coleman, Esquire, Nixon Peabody LLP
Raymund Paredes, Associate Vice Chancellor University of California at Los Angeles
Carlos Rodriguez, Senior Research Analyst, American Institutes for Research

In addition, we express special appreciation for the hard work and commitment of **Deborah A. Santiago**, Deputy Director, and **Sarita E. Brown**, Executive Director, of the White House Initiative for informing and shaping the report on behalf of the Commission.

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PRESIDENTIAL EXECUTIVE ORDER 12900

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Section 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Section 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State and local agencies with their consent and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Section 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for the management or program administration, to report directly to the agency head on activity under this Executive order and to serve as a liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means for collecting the data.

Section 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans, in Federal education programs, and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For the purpose of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are under served, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plans also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretary of Education and the Secretary of Labor, to the extent permitted by the law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. c) The Department of Education shall provide such administrative services for the Commission as may be required.

Section 10. Executive order No.12729 is revoked.

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LATINOS IN EARLY CHILDHOOD EDUCATION

Early childhood education, or preschool, encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. Preschool prepares children for a solid education by teaching learning and socialization skills. Given the importance of these efforts and services, both the federal government and the states make significant investments in early childhood programs, totaling about $10 billion annually.

POPULATION

- The Hispanic population in the United States is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population. By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's education system. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

ENROLLMENT

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]

- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). However, while the enrollment gap closes at kindergarten, Latino children still remain less prepared for school because of lower enrollment rates at the younger ages. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]

- In 1998, the early childhood education enrollment rate for Hispanics was similar in both urban (48%) and suburban (42%) locations. By comparison, the enrollment rate for blacks was higher in urban areas (55%) than in suburban areas (32%), while the rate for whites was much higher in suburban areas (62%) than in urban areas (19%). [Bureau of the Census, *CPS Report*, No. P20-521, Table-5]

- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, *Digest of Education Statistics, 1998*, Table 8]

INCOME AND ENROLLMENT

- In 1998, the median family income for Hispanics was about $28,000 while the overall median income was $39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, *The Condition of Education, 1999*, Indicator 44] [Bureau of the *Census, CPS Report*, No. P60-206, 1998]

- While Latino children are overrepresented in families living in poverty, they are underrepresented in Head Start programs designed to remedy the effect of poverty on educational achievement. In 1998, the child poverty rate for children under 6 years of age was 36% for Hispanics, 40% for blacks and 15% for whites. In Fiscal Year 1998, Head Start served 822,316 children. Of these, 36% were black, 32% white, 26% Hispanic and 3% American Indian and Asian. [*1999 Head Start Fact Sheet*, Administration for Children, Youth and Families]

SCHOOL READINESS

- Hispanics are more likely to tell their child a story than read to them. Three-to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story—consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to—65% of Hispanics were read to, compared to about 75% of blacks and nearly 90% of whites. [NCES, *The Condition of Education, 1999*, Indicator 34]

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, *The Condition of Education, 1999*, Indicator 23]

LATINOS IN ELEMENTARY EDUCATION (K-8)

The elementary school years are a period of significant development for the child in all areas of learning, providing the foundation for a successful high school experience. Elementary education generally includes kindergarten through grade eight, referred to in various grade groupings as primary, elementary, and middle school.

POPULATION

- Today, Hispanics comprise 15% of the elementary school-age population (5-13). By the year 2025, Latinos in this age group will make up nearly 25% of the elementary school-age population. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

ENROLLMENT

- Between 1978 and 1998, the enrollment of Hispanics in public elementary schools increased 157% compared to 20% for black students and 10% for white students. [Bureau of the Census, *CPS Report*, Table A-1, 1999]

URBANICITY AND POVERTY

- Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In comparison, just over 50% of blacks and only 18% of whites in public schools were enrolled in urban schools. Further, the nation's 10 largest central city school districts enrolled close to 25% of Latino students, 18% of black students and only 2% of white students. [Bureau of the Census, *CPS Report*, P20-521, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]

- In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from about one out of every 10 students in 1972. [NCES, *The Condition of Education, 1999*, Indicator 46]

- Latino students, on average, attend schools with more than twice as many poor classmates as in those attended by white students (46% vs. 19%). In addition, just over one-third of Hispanics (34%) and blacks (37%) under age 14 lived in poverty, compared to 14% of whites. [Bureau of the Census, *CPS Report*, P60-206, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]

EDUCATIONAL ACHIEVEMENT

- Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress (NAEP). Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. [NCES, *The Condition of Education, 1999*, Indicator 1, 2, 4 – 6]

- While not all Hispanic students are limited english proficient (LEP), Hispanics constitute about 75% of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. [*Elementary and Secondary School Civil Rights Compliance Report, 1988-1994*]

- Computers have become an essential tool in our society and early exposure to computers can help prepare students for future success in the workplace. However, Hispanic students are less likely than their white peers to use a computer at school or at home. In 1997, 68% of Hispanic children used a computer at school, compared to 70% of blacks and 84% of whites. Further, only 18% of Hispanic students used a computer at home, compared to 19% of black students and 52% of white students. [NCES, *The Condition of Education, 1999*, Indicator 18]

TEACHERS

- The number of Hispanic teachers lags far behind the number of Hispanic students. While Hispanic students comprise about 15% of public school students, only about 4% of public school teachers are Hispanic. [NCES, *Digest of Education Statistics, 1998*, Table 68]

LATINOS IN SECONDARY EDUCATION (9-12)

Secondary education is a critical means of achieving upward mobility and helps individuals negotiate the path to achievement and economic success. Secondary education, or high school, generally includes grades nine through twelve.

POPULATION

- Hispanic students in secondary education represent 13% of the current school population in grades 9-12. By the year 2030, Latinos in grades 9-12 will make up 23% of the school population for these grades. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

ENROLLMENT

- Among 15-17 year olds, 34% of Hispanic students were enrolled below grade level. Enrollment below grade level is a significant variable because it is the highest predictor of school dropout rates. [Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998]

EDUCATIONAL ACHIEVEMENT

- The dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30% of all Latino 16- through 24-year-olds were dropouts (1.5 million), more than double the dropout rate for blacks (14%) and more than three times the rate for whites (8%). [NCES, *Dropout Rates in the United States: 1998*]

- High Hispanic dropout rates are partly attributable to the relatively greater dropout rates among Hispanic immigrants. The dropout rate for Hispanic 16- to 24-year-olds born outside the United States (44%) was double the rate for those born in the United States. (21%). [NCES, *Dropout Rates in the United States: 1998*]

- In 1996, the average National Assessment of Educational Progress (NAEP) scores of Hispanic students age 17 were well below those of their white peers in math, reading and science. [NCES, *The Condition of Education 1998*, Indicator 16]

- Hispanic students have earned more credits in computer science, foreign languages and English than other groups. Despite increases in upper-level course selection among Hispanic high school students, Hispanic students still earn fewer credits than other groups in history, science and mathematics. [NCES, *The Educational Progress of Hispanic Students, The Condition of Education, 1995*]

EDUCATIONAL ATTAINMENT

- The low high school completion rate for Latinos has not changed substantially in several years. High school completion rates for white and black students in 1998 were 90% and 81%, respectively. However, the high school completion rate for Hispanics was only 63%. [NCES, *Dropout Rates in the United States: 1998*]

- While Latino parents are increasing their educational attainment rates, these rates are still below those of other ethnic groups. Higher levels of parental educational attainment are generally associated with positive educational outcomes and experiences, such as high school completion, for their children. The percentage of Hispanic parents earning a high school diploma has improved, from 23% in 1972 to 45% in 1997. By comparison, in 1997, over 90% of white parents had earned a high school diploma. [NCES, *The Condition of Education 1998*, Supplemental Table 44-4]

COLLEGE PREPARATION

- Hispanic students are more often than not tracked into general courses that satisfy only the basic requirements and not those that provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50%) are enrolled in general programs of study than either whites (39%) or blacks (40%). Only 35% of Latino students are enrolled in college preparatory or academic programs, compared to 50% of whites and 43% of blacks. [NCES, *Trends Among High School Seniors, NELS:88, 1972-1992, 1995*]

- In 1997, Hispanics were at least three times as likely to take a foreign language Advanced Placement (AP) examination as whites. Hispanic students were also five times as likely as whites to be eligible for college credit from these tests (with a grade 3 or higher). White students were more likely than blacks or Hispanics to take AP examinations in all other subject areas. [NCES, *The Condition of Education, 1999*, Indicator 14]

- The percentage of Hispanic seniors who planned to continue their education at a four-year college doubled from 24% in 1972, to 50% in 1992. The percentage who planned to attend a two-year program increased from 12% to 20%. [NCES, *Trends Among High School Seniors, NELS-88, Second Follow-up, 1992*]

LATINOS IN UNDERGRADUATE EDUCATION

Undergraduate education is considered today to be an important path to ensuring a better future in our economy. Undergraduate education is study beyond secondary school at an institution offering programs terminating in an associate's or bachelor's degree.

POPULATION

- Hispanics currently represent 14.5% (3.6 million) of the total traditional college-age population (18-24 years). By the year 2025, Hispanics will comprise 22% of that population. [Bureau of the Census, *CPS Report*, No. P20-516, 1997]

ENROLLMENT

- The representation of Hispanics in higher education continues to grow. In 1996, Hispanic students represented almost 10% of the total student enrollment in higher education. [NCES, *Digest of Education Statistics, 1998*, Table 207]
- Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202%, compared with only 13% for whites and 44% for blacks. In one year alone (1995-96), Hispanic enrollment increased 5%, the largest one-year increase of any ethnic group. [NCES, *Digest of Education Statistics, 1998*, Table 207]
- Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups—66%, compared to 68% for whites and about 60% for blacks. However, Hispanic 18-to 24-year old high school completers enroll in college at lower rates (36%) than whites (46%) and blacks (40%). [NCES, *The Condition of Education, 1999*, Indicators 53 and 54]
- The majority of Hispanic undergraduates are enrolled in two-year institutions (53%). In comparison, the majority of white and black undergraduates are enrolled in four-year institutions (56% and 51%, respectively). [NCES, IPEDS, 1997 Fall Enrollment]
- Latino enrollment in undergraduate education is concentrated in a small number of institutions. About 40% of Hispanic undergraduate students are enrolled in fewer than 200 institutions of higher education known as Hispanic-Serving Institutions (HSIs). HSIs are accredited degree-granting public or private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment. [NCES, IPEDS, 1997 Fall Enrollment] [Higher Education Amendments of 1965, as amended, 1998]
- Latino undergraduate students are concentrated in several key states. Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Latinos enrolled in higher education are in five states: California, Texas, New York, Florida, and Illinois. [NCES, IPEDS, 1997 Fall Enrollment]

- A higher percentage of Hispanic students (45%) are enrolled part time than either white or black students (39% and 40%, respectively). Hispanics (35%) are also more likely than white or black students (25% and 32%, respectively) to take more than six years to receive a bachelor's degree. [NCES, IPEDS, 1997 Fall Enrollment] [NCES, *The Condition of Education, 1996*, Supplemental Table 11-1]

FINANCIAL AID

- Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50% of Hispanics received grants while less than 30% received loans to pay for their education. In comparison, close to 60% of blacks received grants and 42% received loans, and 46% of whites received grants and 31% received loans. [NCES, *Descriptive Summary of 1989-90 Beginning Postsecondary Students, 5 Years Later*, Table 15.1, May 1996]

EDUCATIONAL ATTAINMENT

- Hispanics have increased their undergraduate degree attainment. In 1996, Hispanic students earned 7% of all associate's and 5% of all bachelor's degrees. In total, Hispanics doubled their undergraduate degree attainment from 1976. [NCES, Digest of Education Statistics, 1998, Table 262]

- The top three disciplines for bachelor's degrees awarded to Hispanic students in 1996 were business, social sciences and education. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 265]

LATINOS IN GRADUATE EDUCATION

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. A graduate education program generally requires study beyond the bachelor's degree, resulting in a master's, first-professional or doctoral degree.

ENROLLMENT

- While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. In 1996, Hispanics represented 4% of graduate students, while whites represented 73%, and blacks represented 6%. In 1976, Hispanics represented only 2% of graduate students. [NCES, *Digest of Education Statistics 1998*, Table 207]

- In the past 20 years, Hispanic women have surpassed Hispanic men in graduate enrollment. In 1976, 45% of Hispanics enrolled were women compared to 55% of men. In 1996, 60% of Latinos enrolled in graduate education were women compared to 40% of men. [NCES, *Digest of Education Statistics, 1998*, Table 207]

- Although their enrollment rates are small, Hispanics in graduate education are more likely to enroll full time than either white or black students. Of Hispanics in graduate education, 42% are enrolled full time, compared with 37% of whites and 39% of blacks. [NCES, *Digest of Education Statistics, 1998*, Table 208]

- In 1995-96, 7% of all first-professionals were Hispanic, 6% were black, and 76% were white. Although the percentage of whites in law programs is higher (75%) than for any other race-ethnic group, Hispanics enroll at a higher rate (11%) in law programs than any other minority group. [NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996*]

FINANCIAL AID

- Hispanics studying for master's degrees receive less grant aid and work more than either white or black students. In 1995-96, only about 20% of Hispanic students received grants, compared to over 30% of both white and black students. In tandem, 20% of Hispanics received assistantships, compared to 10% for blacks and 9% for whites. Among full-time master's students, Hispanics received even less aid. Only 65% of Hispanic students received any aid, compared to 76% of whites and 90% of blacks. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.3a]

- Hispanic full-time master's and first-professional degree students receive less aid than any other ethnic group. The average aid for Hispanic master's degree students is only

$8,729, compared to $13,875 for blacks and $12,566 for whites. For first-professional degree students, the average aid for Hispanics is only $16,766, compared to $21,440 for blacks, $18,182 for whites, and $18,416 for Asian/Pacific Islanders. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.4]

- Of first-professional degree students, a higher percentage of Hispanics borrow or work than either blacks or whites. In 1995-96, 73% of Hispanics had loans and 6% participated in work-study. In comparison, 70% of whites had loans and 5% were in work-study, and 71% of blacks had loans and 4% were in work-study. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998. Table 2.3a]

EDUCATIONAL ATTAINMENT

- In 1996, Latinos earned about 4% of all master's degrees. The four disciplines in which the most master's degrees were earned by Hispanics were education, business, public administration and the health professions. [NCES, Digest of Education Statistics, 1998, Table 268]

- Latinos earned 2% of all doctoral degrees in 1996. The four disciplines in which the most doctoral degrees were earned by Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, *Digest of Education Statistics, 1998*, Table 268]

FACULTY

- In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [NCES, *Instructional Faculty and Staff in Higher Education Institution, Fall 1987 and Fall 1992, 1997*]

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS
Publications

1996

- **Our Nation on the Faultline: Hispanic American Education** (first edition) compiles research, analysis, and testimony from town hall meetings held across the country about the educational condition of Hispanic Americans. The report includes a call to action by the President's Advisory Commission on Educational Excellence for Hispanic Americans urging local, state, and federal policy makers to take steps to improve the educational attainment of Hispanics.

1998

- **Our Nation on the Faultline: Hispanic American Education** (second edition) includes a chart comparing the Commission's recommendations and the educational needs addressed by the Administration's 1998 Hispanic Education Action Plan.

1999

- **HSIs: Serving the Community, Serving the Nation** includes a 12 minute video and other information about the almost 200 post secondary institutions throughout the United States and Puerto Rico designated as Hispanic Serving Institutions,

- **What Works for Latino Youth** (first edition): This directory offers contact information and program descriptions for over 60 programs which address the educational needs of Hispanic youth and serves as a tool for foundations, businesses, policymakers, community-based organizations, schools, universities, and other interested organizations seeking to support of Latino youth.

- **FY1998 Annual Performance Report on Implementing Executive Order 12900** profiles the activities of twenty-seven federal agencies' education programs, outreach to Hispanic Serving Institutions (HSIs), strategies to recruit Latinos for federal employment and future investments for improving and expanding education and employment opportunities for Latinos. A federal point of contact is also provided to answer questions pertaining to specific programs and activities

2000

- **Latinos in Education** offers a statistical snapshot of the current educational condition of Latinos at different points on the educational continuum including early childhood, grades K-8, grades 9-12, undergraduate education and graduate and professional education.

- **Testing Hispanic Students in the United States: Technical and Policy Issues** The report and executive summary addresses the impact on Hispanic students, particularly English language learners, of educational standards and assessment policies and practices at the state and national level.

- **Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier** summarizes the 1999 four part policy seminar series on assessment practices and the impact on Latino learners. Topics addressed include: the role of educators in developing appropriate testing practices for all students, including Latinos; the issue of language and testing; and how state and local policy makers currently implement appropriate assessment practices to meet the learning needs of the Hispanic students.

- **What Works for Latino Youth (second edition)** expands the number of programs listed form the first edition and offers some program characteristics common to programs working in the Latino community identify the programs listed.

- **FY1999/2000 Annual Performance Report on Implementing Executive Order 12900** highlights the work of twenty-six agencies' education programs, outreach to Hispanic Serving Institutions (HSIs), strategies to recruit Latinos for federal employment and future investments for improving and expanding education and employment opportunities for Latinos. A federal point of contact is also provided to answer questions pertaining to specific programs and activities.

- ***Excelencia para todos*: Excellence for All – The Progress of Hispanic Americans in Education and the Challenges of a New Century** offers the text of Secretary of Education Richard W. Riley's speech on March 15, 2000, at Bell Multicultural High School in Washington, DC..

- ***Excelencia en Educación*: The Role of Parents in the Education of Their Children, Community Organizers' Tool Kit** provides community-based organizations, schools, and advocacy organizations with a step-by-step guide to stage a community conference to support Latino parents efforts to secure a quality education for their children. The kit includes: a directory of education resources from the federal government, and selected educational and advocacy organizations; tip sheets for Latino parents; and other informational tools developed during previous conferences held in San Antonio, Los Angeles, Chicago, New York, Miami and Washington, DC.

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